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ABSTRACT

A number of items used in the Ohio Right to Read program or prepared by the program staff are collected in this document. One item describes the task definitions of state commission members, the state director, the state consultants, and the school district directors. The goals of the state training conference to prepare school district resource persons to develop and implement comprehensive reading programs are listed, and outlines of two staff development programs, one of 120 hours and the other of 240 hours, are included. A performance report checks the status of proposed school district activities and provides an opportunity for comments on the progress achieved or constraints encountered. An evaluation checklist enables school district program directors to rate each area of their training on a continuum as it contributed to their preparation and to make suggestions for improvement. A booklet, "What 125,000 Ohioans Want from Their Schools," contains the results of a series of meetings held during an eighteen-month period on the expectations Ohioans hold for their schools. (TO)

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OHIO RIGHT TO READ

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ROLE DESCRIPTION

The chain of responsibility which structures the staff development impact effort is carried through the following task definitions:

State Right to Read Commission Members

1. To contribute, advise and engage in cooperative decision making relative to the effort.
2. To support the Local Education Agency Right to Read Directors and the staff development efforts in the twelve Right to Read Areas through communication and seeking enthusiastic involvement of school personnel.
3. To identify and publish rosters of model reading programs for local districts to consider as they decide on alternative plans of action to meet their goals and objectives.
4. To survey teacher training institutions in order to identify a bank of consultants which can be drawn upon by Local Education Agency Right to Read Directors in planning staff development for the staff at their respective schools.
5. To develop rosters of master elementary and secondary education teachers who could serve as resources for local education agency inservice meetings.
6. To make suggestions for the private sector, professional organizations and the community for assisting in establishing reading as a priority.
7. To participate in district meetings as speakers sharing particular areas of expertise.
8. To engage in the communication of the Criteria of Excellence to each of the schools and their governing bodies.

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9. To provide information to the public and to state and national legislators about the Right to Read goals, program and progress.
10. To stimulate the ever expanding organization of sub-advisory councils in the local districts.

State Right to Read Director

1. To plan with the Chairman of the State Right to Read Commission for providing information and engaging the membership in educational planning
2. To propose the project plan.
3. To coordinate the work of the State Education Agency Right to Read staff.
4. To contribute to the design of inservice materials.
5. To direct the organization of staff development conferences.
6. To provide onsite technical assistance to individual schools and local districts.
7. To work with related organizations such as the Ohio Congress of Parents and Teachers, International Reading Association, The School Boards Association, the State Librarian's Association, etc.
8. To identify a task force within the State Department representative of such divisions as special, vocational and adult education and title programs to assure involvement.
9. To present progress reports to the State Superintendent of Public Instruction and the State Board of Education.
10. To assure the design and application of evaluation procedures relating to stated goals.
11. To work with preservice educators toward effecting their active involvement in the Right to Read Effort.
12. To attend meetings at the national office.

State Right to Read Consultants

1. To develop inservice materials.
2. To organize and participate in staff development conferences.
3. To provide onsite technical assistance to individual schools and local districts.
4. To design and implement a master plan for evaluation.
5. To contact and work with related organizations.
6. To give progress reports to the State Right to Read Commission.
7. To maintain files of records of inservice meetings.
8. To conduct surveys in determining the activities of the schools such as sampling information relative to reading clinics.
9. To compile evaluation reports.
10. To attend meetings of the national Right to Read office.
11. To identify preservice and diagnostic inservice models.
12. To fully assume the role of change agents who cause things to happen in the field of reading.
13. To compile a newsletter for the dissemination of information.

Trained Local Education Agency Right to Read Directors

Through the State Training Conferences, these individuals will be prepared to add the dimension of emphasizing a Right to Read baseline for their work in staff development in individual or groups of schools.

Data concerning the following will help to evidence accomplishment of activities with regard to the Local Education Agency District Plan of Action:

1. Obtaining a formal resolution affirming reading as a priority
2. Establishing a Local Education Agency Advisory Council which includes the community as well as school staff
3. Assessing ...

   Student Performance

   Reading Program

   Resources

   Decision - Making Process
4. Analyzing ...

   School Self Appraisal

   Principal Self Appraisal

   Teacher Self Appraisal
5. Priority ranking by staff and parents
6. Developing measurable goals and objectives relative to the Criteria of Excellence
7. Identifying alternatives
8. Coordinating and redirecting resources to support new program
9. Communicating plan of action
10. Ongoing evaluation of the program

April, 1975

OHIO RIGHT TO READ STAFF DEVELOPMENT

TRAINING CONTENT

(3rd Revision)

120 hours

		Hours
I.	Orientation	2
	A. Role of the State Department of Education B. Ohio Right to Read Effort C. Goals and Objectives of the Staff Development Conference	
II.	Human Growth and Development	8
	A. Understanding Self B. Understanding the Learner	
III.	Program Planning and Development	18
	A. Overview Planning Process B. Determining Teachers' Interests and Feelings	
IV.	The Change Process	16
	A. Instructional Development Institute (IDI) B. Social Dynamics of Change	
V.	Reading Instruction	24
	A. Diagnosis and Prescription B. Application Primary Intermediate-Secondary (Teaching Teen Reading Series) C. Motivation	
VI.	Resources - The Role of the Volunteer	8
	Development Maintenance	
VII.	Development of Local Education Agency (LEA) Action Plan	18
	A. LEA Models B. Plan Components with Timeline 1. Secure Commitment 2. Obtain a formal resolution for affirming reading as a priority	

		Hours
	3. Establish an LEA advisory council which involves the community in addition to staff	
	4. Assess the reading strengths and weaknesses with the school	
	5. Priority ranking by staff and parents	
	6. Develop measurable goals and objectives	
	7. Identify alternatives	
	8. Coordinate resources	
	9. Communicate and implement plan of action	
	10. Ongoing evaluation of the program	
VIII.	Prescribed Independent Study	20
IX.	Reassembly - Reporting, Evaluation and Individualized Consultation	6
		120

OHIO RIGHT TO READ STAFF DEVELOPMENT IMPACT PLAN

TRAINING CONTENT

240 hours

The following training content delineates the proposed activities for training of school district Right to Read Directors.

		Hours
I.	Orientation	
	A. Ohio Right to Read Effort	
	B. Goals and Objectives of the Staff Development Conference	
	C. Role of the State Department of Education	
II.	Human Growth and Development	32
	A. Understanding Self	
	B. Value Clarification	
	C. Teachers' Expectations of Children	
	D. Understanding the Learner	
	E. Determining Teachers' Interests and Feelings	
III.	Program Planning and Development	64
	A. Overview Planning Process	
	B. Assessment of Groups	
	C. Assessment of Print Materials	
	D. Developing Goals and Objectives Criteria of Excellence	
	E. Formal Evaluation	
	F. Informal Evaluation	
	G. Problem Determination	
	H. Staff Appraisal	
	I. Concept of Accountability	
IV.	The Change Process - Implications and Applications for Instructional Improvement	60
	A. Instructional Development Institute (IDI)	
	B. Evolution of Change for a System of Educational Ideas	
	1. Guidelines for Securing Commitment	
	2. Securing Support of Boards of Education	
	3. LEA Models	
	4. Securing Staff Commitment	

Hours

C. Change as Directed by Its Agents
   1. Community Involvement
   2. The Role of the Superintendent
   3. The Role of the Principal
   4. The Role of the Teacher
   5. The Role of the Supervisor
   6. Parental Support
   7. Role of Advisory Council
   8. The Role of the Local Right to Read Director

D. The Development of the LEA Action Plan - Timeline
   1. Secure Commitment
   2. Obtain a formal resolution for affirming reading as a priority
   3. Establish an LEA advisory council which involves the community in addition to staff
   4. Assess the reading strengths and weaknesses with the school
   5. Priority ranking by staff and parents
   6. Develop measurable goals and objectives
   7. Identify alternatives
   8. Coordinate resources
   9. Communicate and implement plan of action
   10. Ongoing evaluation of the program

V. Reading Instruction in the Content Areas 60

A. Literal Comprehension
B. Interpretive Comprehension
C. Vocabulary Development Through Word Recognition Skills
D. Vocabulary Development Through Word Meaning
E. Sequence of a Reading Lesson
F. Individualization
G. Uses of Reading and Study Skills
H. Motivation for Reading

VI. Resources 12

A. Support Services
   1. Psychological Services
   2. Learning Resource Center
   3. Diagnostic Center
   4. Educational Media
   5. Federal Assistance
B. The Role of the Volunteer

		Hours
VII.	Status Reporting	10
	A. Affirming Reading as a Priority	
	B. Establishing an Advisory Council	
	C. Assessing	
	D. Analyzing Appraisal Information	
	E. Priority Ranking	
VIII.	Staff Development Planning	10
	A. Personnel	
	B. School-directed	
	C. Other-directed	
	D. Materials/Services	
	TOTAL TRAINING HOURS	248

OHIO RIGHT TO READ EFFORT
STAFF DEVELOPMENT GOALS

April, 1975

I ORIENTATION

A. The local director will be familiar with the role of the State Education Agency (SEA) and knowledgeable concerning the members of the SEA as resource persons.

B. The local director will be able to describe The Ohio Right to Read Effort including the involvement of the SEA, the State Commission, the Local Education Agency (LEA), and the private sector.

II HUMAN GROWTH AND DEVELOPMENT

A. The local director will have an increased understanding of self in relation to growth and development, ones strengths and weaknesses, and ones learning and teaching style.

B. The local director will develop a refined understanding of the learner in relation to increased knowledge of self.

III PROGRAM PLANNING AND DEVELOPMENT

A. The local director will be able to describe several planning processes for program development.

B. The local director will be knowledgeable of a process through which teachers' interests and feelings related to the teaching of reading can be determined.

C. The local director will be able to construct and/or adapt a form of school district needs assessment for reading.

IV THE CHANGE PROCESS

A. The local director will be familiar with the Instructional Development Institute's (IDI) change strategy.

B. The local director will be able to use his knowledge of the social dynamics of change to plan strategies for change within his own district.

V READING INSTRUCTION

A. The local director will be knowledgeable concerning the appropriate forms of diagnosis and prescription to use at different grade levels.

B. The local director will be knowledgeable concerning the application of primary, intermediate, and secondary reading methodology.

C. The local director will be able to effectively use, implement and institutionalize the Teaching Teen Reading Series.

D. The local director will be knowledgeable concerning a variety of motivational strategies available.

VI RESOURCES - THE ROLE OF THE VOLUNTEER

A. The local director will have the written resources available to develop a viable volunteer program at any level.

B. The local director will have knowledge of the organizational structure of a volunteer program necessary to maintain such a program.

VII DEVELOPMENT OF LOCAL EDUCATION AGENCY (LEA) ACTION PLAN

A. The local director will be able to select and adapt the appropriate planning process for program development for the represented school district.

B. The local director will be able to incorporate strategies from a variety of LEA models into a plan of action to meet the needs of the represented district.

C. The local director will be able to construct a plan of action with an attached time line which includes these components:

1. Securing commitment
2. Obtaining a board of education resolution
3. Establishing an advisory council
4. Assessing reading strengths and weaknesses
5. Prioritizing needs
6. Developing goals and objectives
7. Identifying alternatives
8. Coordinating resources
9. Communicating the on-going nature of the plan
10. Establishing the means of evaluation for the annual efforts
11. Providing for the recycling of the planning process

Mid-year_____
Annual_____

STATE RIGHT TO READ STAFF DEVELOPMENT EFFORT

OHIO DEPARTMENT OF EDUCATION

PERFORMANCE REPORT

Right to Read LEA Director_____

School Address_____
School Name Phone

_____
No. and Street

_____
City County Zip

Position_____

School District_____

Check the status of each of the following proposed activities and comment briefly as to the progress achieved or constraints which have been encountered.

I. SECURED COMMITMENT TO PLAN OF ACTION
Yes_____ Partially_____ No_____

II. OBTAINED A FORMAL BOARD OF EDUCATION RESOLUTION
Yes_____ No_____

III. ESTABLISHED A LOCAL EDUCATION AGENCY TASK FORCE
Yes_____ No_____

IV. WORKED THROUGH A NEEDS ASSESSMENT (STUDENT-TEACHER)

Pre-assessment (Mid-year Report) Yes_____ Partially_____ No_____
(State critical needs)

Post-assessment (Annual Report) Yes_____ Partially_____ No_____
(State reading gains achieved)

V. DEVELOPED GOALS AND OBJECTIVES
Yes_____ Partially_____ No_____

VI. DEVELOPED A STAFF DEVELOPMENT PLAN BASED ON CRITICAL NEEDS
Yes_____ Partially_____ No_____

VII. COORDINATED SUPPORT SERVICES
Yes_____ Partially_____ No_____

VIII. COMMUNICATED THE RIGHT TO READ EFFORT TO SCHOOL AND COMMUNITY
Yes_____ Partially_____ No_____

IX. ESTABLISHED AN ONGOING NEEDS ASSESSMENT DESIGN
Yes_____ Partially_____ No_____

Enclose any materials, programs, newspaper articles, etc. which will further describe the implementation of the Local Education Agency Plan of Action. (Board Resolution, Goals and Objectives, Assessment Summary)

Date_____ Signature_____
Local Right to Read Director

Signature_____
Superintendent

OHIO RIGHT TO READ

RIGHT TO READ STAFF DEVELOPMENT CONFERENCE

EVALUATION CHECKLIST

Date_____

Please rate each area on the continuum as it contributed to your preparation as a Local Right to Read Director, and make suggestions for improvement.

I. Orientation

A. Do you know the goals and objectives of the national, state, and local Right to Read Effort?

Yes Partially No

B. Do you understand the organizational structure of the Ohio Department of Education and its programs, services and resources that are available to support the Right to Read Effort?

Yes Partially No

Suggestions:

II. Human Growth and Development

A. Has the understanding you have of yourself increased?

Yes Partially No

B. Do you recognize how teachers' expectations of students are formed?

Yes Partially No

Suggestions:

III. Program Planning and Development

A. Have you developed the skill to conduct a needs assessment?

Yes Partially No

B. Do you understand how goals and objectives can be developed using the Criteria of Excellence?

Yes Partially No

C. Has your understanding of formal and informal evaluation increased?

Yes Partially No

Suggestions:

IV. The Change Process

A. Do you know a system through which change can be realized?

Yes Partially No

B. Do you understand the roles of the various change agents?

Yes Partially No

C. Will the development of a Local Educational Agency Action Plan facilitate the implementation of a local Right to Read Effort?

Yes Partially No

Suggestions:

V. Reading Instruction in the Content Areas

A. Have you become aware of techniques for teaching more content using reading skills as presented through the "Teaching Teen Reading Series?"

Yes Partially No

B. Do you know how to involve students with books?

Yes Partially No

Suggestions:

VI. Resources

A. Do you understand the organizational relationships for key personnel as they provide support services for the implementation of a local Right to Read Program?

Yes Partially No

B. Can you design a training program for volunteers as they would be prepared to assist in the local school district's reading program?

Yes Partially No

Suggestions:

General Comments:

WHAT 125,000 OHIOANS WANT FROM THEIR SCHOOLS

Alternatives for Educational Redesign

QS 001 817

OHIO DEPARTMENT OF EDUCATION

Columbus, Ohio
1973

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Citizens of Ohio:

Community participation in determining school services is a cherished element of our American heritage. During the past fifteen months, citizen involvement in charting the course of education in Ohio has reached a pinnacle previously unattained in the history of this nation. The process, involving more than 125,000 Ohioans, has included local, county, and regional meetings and a culminating statewide seminar. The state conference was a capstone which offered a representative group of 1,500 Ohio citizens the opportunity to recommend and record what they wanted in their schools.

Beginning in May, 1972, 604 school districts in Ohio—more than 95 per cent of the districts in Ohio—held Local Citizen Seminars to identify priorities for a redesign of education in Ohio. In excess of 100,000 Ohioans were engaged in that series of meetings. In October, 1972, nearly 20,000 persons, meeting in 88 County Citizen Assemblies, reviewed tentative goals which had been factored by the Ohio State University Evaluation Center from data generated in the May meetings. The 4,000 Ohioans, who expressed their opinions about goals and related issues in the twelve February, 1973, Regional Meetings, raised the total number of participants to approximately 125,000 persons. The response exceeded expectations.

The purpose of the fourth phase of the "Search For Consensus", the April 28th state conference on "Alternatives For Educational Redesign", was two-fold. The first was to get citizen reaction to a series of proposed suggestions for redesigning education which had been indicated in the prior conferences. The second was to secure citizen response to six accountability procedures which had been developed in accordance with the accountability mandate in House Bill 475.

The recommendations of the participants will provide the basis for further restructuring and reports. Additional publications will focus upon teacher preparation, governance of education, redesigning the curriculum, restructuring student programming and school-community relations. Future plans also include four specific tasks. First will be a complete evaluation of the State Board of Education standards. Second, a conference involving the deans of the 53 Ohio teacher preparation institutions and representatives of lay and education related organizations will be convened for the purpose of restructuring teacher preparation patterns. Third, communications will be made to school officials concerning possible suggestions for educational change. Fourth, recommendations will be proposed to the General Assembly for legislative action.

The purpose of this report is to present, in a condensed form, the reactions of a representative group of Ohioans at the April 28th state conference to the suggestions generated by the nearly 125,000 participants in the local, county and regional seminars.

Sincerely,

Martin W. Essex

Martin W. Essex
Superintendent of Public Instruction

John R Meckstroth

John R. Meckstroth, President
State Board of Education

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Alternatives for ed

INTRODUCTION

In the early hours of a cloudy Saturday morning, hundreds of Ohioans left their homes and journeyed to Columbus to discuss some of the most important issues facing education in the 1970's. These interested citizens, students, teachers and school administrators, more than 1500 in all, were responding to a request from the Ohio Department of Education and became part of an historic citizen assembly. The assembly culminated what is presumed to be the largest citizen involvement process in the history of any nation.

Participants who attended that April 28, 1973, conference entitled "Alternatives for Educational Redesign" were asked to voice their concerns about educational redesign and accountability so that their opinions on these topics could be forwarded to the State Board of Education and the Ohio General Assembly for action.

The day's schedule included a brief opening session, followed by group discussions on accountability or redesign, depending upon the personal choice of each participant. The group meetings began at approximately 10:45 a.m. and continued until 3:15 p.m.

The number of groups in each area—redesign and accountability—was almost equal: twenty-one groups considered a paper entitled "Alternatives for Educational Redesign", while twenty-three groups saw two video tapes on six possible accountability strategies and discussed each. Persons received copies of the documents through a direct mailing in advance of the meeting.

Each group included approximately thirty persons so that an opportunity for maximum exchange of ideas could be provided. Following the discussions, the groups made a series of recommendations and suggestions.

Each of the 44 small seminars was directed by a chairman who was responsible for moderating the discussion, a resource person who answered technical questions and a recorder. The recorder's task was challenging indeed—to record the recommendations, comments and votes of the group. Discussion was often enthusiastic and moved quickly from one point to another. At the conclusion of the meeting, recorders submitted the forms on which they had noted the opinions of the group to Department of Education staff members.

The recorders' results were processed; votes were tabulated and recorded by meeting room. The results, in terms of small group totals and state totals for each of the redesign suggestions and four questions on the feasibility and potential effect of accountability, are presented as Appendixes I and II of this report. In addition to seeing their own group results reported, it is hoped that participants will also be able to get an overview of what happened in other groups. This report is being mailed directly to all persons who attended the April meeting and is also available to other interested persons.

Summaries of the comments and suggestions from each seminar are included in this document. Votes on recommendations which emanated from the small groups are included in Appendixes III and IV.

ucational redesign.

Only recommendations with actual votes recorded are included. Some individuals did not vote, and in some groups not all discussion lead to a tally of votes.

The impetus for the April 28 Conference was Amended Substitute House Bill 475, in which the 109th General Assembly enacted a five-point accountability provision. The mandate required the Department to perform five functions and report its progress to the General Assembly by June 30, 1973. The five functions are:

1. Define the measurable objectives for which schools are to be held accountable.
2. Develop a process to determine the extent to which the objectives are met.
3. Identify the relevant factors relating to the teaching-learning process.
4. Develop uniform accounting methods.
5. Report findings to all interested persons.

Following the enactment of House Bill 475, the State Board of Education's Committee on Redesign and Improvement met and concluded that determination of the goals and objectives for which education should be held accountable—point one in the accountability mandate—should come from the citizens of Ohio. Thus, the concept of "Search for Consensus" was initiated.

The response to the "Search for Consensus" has exceeded all expectations. In May, 1972, 604 school districts—more than 95%—held Local Citizen Seminars to identify the issues and priorities for public schools. In excess of 100,000 Ohioans were engaged in that series of meetings. Nearly 56,000 processable opinionnaires and 12,500 written recommendations for improving the schools were received. In October, 1972, nearly 20,000 Ohioans, meeting in County Citizen Assemblies, reviewed the tentative goals and objectives which had been "factored" by the Ohio State University Evaluation Center from data generated in the May meetings. By and large, they supported and approved the goals, but they indicated a desire to express their opinions on the issues related to the goals.

The 4,000 Ohioans who expressed their opinions about goals and related issues in the February, 1973, Regional Meetings raised the total number of participants engaged in the "Search for Consensus" process to more than 124,000. These persons confirmed their support of the goals which were presented and identified numerous "issues" related to the goals.

With the 1,500 persons who attended the State Conference, more than 125,000 Ohioans have been involved in the past year in identifying solutions for today's educational problems and charting the future direction of education.

Summary report of small group di

SUMMARY REPORT OF
SMALL GROUP DISCUSSIONS
ON EDUCATIONAL REDESIGN

scussions on educational redesign.

ALTERNATIVES FOR EDUCATIONAL REDESIGN

A large number of the suggestions included in the "Alternatives for Educational Redesign" document received a significant—60% or more—favorable response in the twenty-one groups which considered educational redesign. This large positive reaction seems to indicate that participants felt that some aspects of the present education process should be modified. A summary report of their suggestions in each of the major subject areas is listed below. A room-by-room tabulated vote on each suggestion is included in Appendix I. Appendix III includes recommendations which came from each room and the recorded vote to each of those recommendations. The following summary is organized on the basis of the document which was discussed.

REDESIGN OF TEACHER EDUCATION

Preservice Preparation

In the area of preservice preparation, voting participants tended to favor a four-year pattern for teacher education beginning during the freshman year. One group, however, recommended that only a few professional experiences be open to freshmen and another group preferred a three-year program with the addition of personalized counseling.

Participants tended to show support for field experience in both the freshman and sophomore year of college. Also recommended was increasing the minimum number of field experience quarter hours to twenty. The concept of dividing field experience evenly between an inner-city and either a rural, perimeter or suburban school was also supported by a majority vote of those responding. One group, however, commented that such a requirement would be difficult for those schools located some distance from a city or suburban area.

One hundred per cent of the respondents recommended that skills of measurement and evaluation, and management of large and small groups be included in the teacher education curriculum. In addition, it was recommended that the professional methodology of teaching be organized into a discipline with a sequential pattern of course requirements. The concept that prospective teachers be required to complete a thirty quarter hour major in a scholarship area was also favored. Eighty-five per cent supported the concept of a one-year teaching internship following college graduation

The development of two new certification areas, the teacher-educator-clinician and the teacher-educator for field experience, received positive support. Requiring certification and teaching experience for college and university instructors preparing teachers was favored by 95% of the respondents.

The concept of secondary English and social studies teachers having a minimum of twenty quarter hours, including classroom experience, in how to teach reading received a slightly less than 50% favorable response. One group, however, recommended that all teachers be required to have training and experience in reading instruction.

Four questions relating to preservice preparation received a less than 39% favorable vote. Voting participants did not favor screening committees for prospective teachers. Many comments noted that diverse personalities were desirable and that screening would tend to be negative rather than positive. The concept of requiring a "B" average for teachers was not supported. Voting participants also rejected the use of an impartial referee to review teacher performance.

Inservice Education for Teachers

Voting participants favored institutionalizing in-service education by developing an institute within the Ohio Department of Education and/or a university for disseminating new knowledge and methodology. Establishment of minimum standards for inservice education was also supported. Recommendations on this point, however, underlined a need for state funding assistance if standards are to be implemented.

Deployment of Teaching and Associated Manpower

A slight majority of voting participants favored the concept of an executive teacher directing a team of teaching specialists. The use of paraprofessionals who would perform such routines as roll and record keeping under the teacher's management was favored by 56% of the persons. One discussion group specifically recommended, as an alternative to paraprofessionals, that additional clerical help be employed.

The concept of developing regional "volunteer banks" received a favorable vote. These regional banks would compile lists of persons with expertise in certain areas willing to assist in classroom planning or in presentations to students.

GOVERNANCE OF EDUCATION

The concept of the Ohio Department of Education assuming management of those school districts which consistently fail to meet minimum standards was rejected. The idea of legislation which would prescribe teaching methodology and course content was not supported by those who responded.

REDESIGN OF CURRICULUM

Recommendations in the area of curriculum redesign

Would you favor a redesi

indicate that voting participants heavily favor the individualization of instruction. The redesign of curriculum to begin with the development of individual pupil profiles describing the student's potential received 55% support. One group recommended that such a profile be used "for prescriptive purposes only" and "not be used for comparative or standardization purposes." Several groups recommended that such a profile be "continuous and ongoing" to avoid locking a student into an early measurement. Many groups favored the profile concept if it were a positive measure used to assist students in attaining their potential. Three groups specifically recommended that any profiles be a private matter between students and teachers.

Early identification of physical and academic problems for accurate analysis of pupils was recommended. Voting also showed a desire for a redesigned curriculum so that each student would have the opportunity to learn basic skills at his or her optimum time. By the slightest of margins, 49% to 51%, the participants rejected the concept that reading and arithmetic proficiency be demonstrated before students could graduate from high school.

The development of individual, acceptable levels of proficiency did receive support. Special year-long classes in reading and arithmetic at the end of the tenth grade were also recommended for students not yet skilled in these areas. Participants in many groups questioned the need for year-long classes, but supported the principle that reading and arithmetic were "basic."

Fifty-two per cent of the voting participants favored substitution of basic reading and mathematics for American literature if needed. Voting participants also favored career exploration beginning with kindergarten and continuing through sixth grade, including visits to places of employment, as well as classroom discussions.

REDESIGN OF STUDENT PROGRAMMING

Voting participants strongly recommended work experience for the educable mentally retarded (EMR) student. Among the recommendations was a requirement that supervised work experience prior to graduation be substituted for some academic work. Also suggested was the establishment of work experience as a factor in qualifying the educable mentally retarded student for high school graduation. Several of the groups recommended that the opportunity for work experience should be available to the educable mentally retarded student but not required.

The establishment of a counselor-coordinator-teacher to assist the disruptive student to adjust to school and to develop an effective direction in his or her academic and vocational education was supported by 74% of the respondents.

Participants also indicated a desire to improve the educational opportunities of the exceptional child. They recommended providing credit for independent study, special projects or educational travel. They also supported the concept of permitting exceptional children to transfer between buildings and/or districts to benefit from courses available only in other schools or districts. Several groups thought that this concept should be extended to all students rather than being limited to exceptional children.

Participants recommended that visitation and study of various community resources be included in the required six hour school day. However, they did not support the idea of increasing the number of required units for graduation to include a required extracurricular learning experience. The concept of requiring work experience for every student was overwhelmingly rejected. Several groups commented that enough jobs could not be found, and questioned who would be responsible for finding the job if every student were required to have work experience.

SCHOOL-COMMUNITY RELATIONSHIPS AND SERVICE

During the local district "Search for Consensus" meetings in May of 1972, citizens considered school-community communication as the top item. Participants at the state meeting also noted their interest in this area by supporting every redesign suggestion relating to communication. Participants recommended that local school districts hold citizen assemblies. Also recommended was periodic reporting of student profiles to parents at least twice a year, with the profile including an analysis of the student's ability and achievement. One group thought profile reporting was laudable but called attention to the time that would be necessary for implementation. Voting participants also favored suitable publications by schools for parents and also by schools for parents without youngsters in school.

Voting showed a favorable response to the concept of greater cooperation between and among school and community officials over the use of facilities and the sharing of construction and operational costs for libraries, swimming pools, and the like.

The community school concept, with educational and recreational use of schools supported by taxes, also received a favorable vote. One group stressed the need of regulations to cover community use of school facilities.

gn of teacher education?

SUMMARY REPORT OF SMALL GROUP DISCUSSIONS ON ACCOUNTABILITY

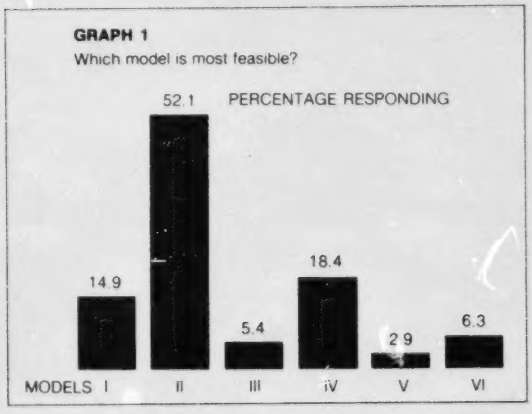
Summary report of small grou

ACCOUNTABILITY SMALL GROUP DISCUSSIONS

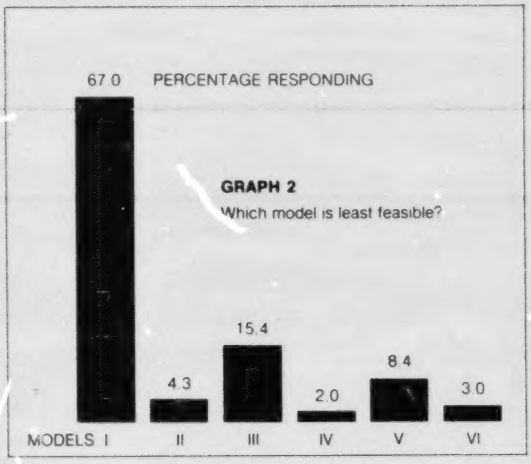
The six proposed accountability models developed pursuant to Amended Substitute House Bill 475 were the subject of 23 of the 44 small discussion groups comprised of lay persons and educators at the "Alternatives for Educational Redesign" meeting on Saturday, April 28, 1973. Each person in the groups had in his possession a summary of each of the models.

Each of the seminars had a chairman and a resource person, as well as a recorder. The resource person was a member of the Department of Education staff, and was given one day of intensive training in the content of the six accountability models. It was the function of this resource person to answer questions by participants about the content of the models. In addition to questions presented by the chairman of each group for the purpose of stimulating discussion, each chairman was requested to obtain, at the end of the day, a ranking of each of the models along two dimensions: *the degree of feasibility* for each of the models and *the degree of improvement* in education which could be expected from each of the models.

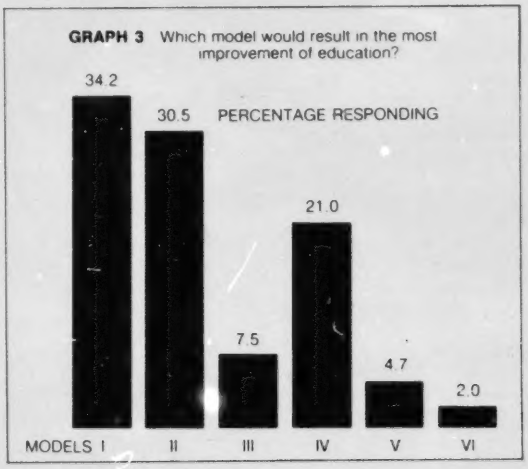
Only four groups failed to record a vote along these two dimensions of feasibility and improvement. The actual vote from each of the small groups on each of the models can be found in Appendix II. The tabular data has been converted into bar graphs for ease of comprehension.



As can be seen by the first graph, a majority of the voting participants felt that Model II was the most feasible of the six models presented. No other model approaches the amount of feasibility support shown for Model II. This model received nearly three times as many votes along this dimension as any of the other five models.

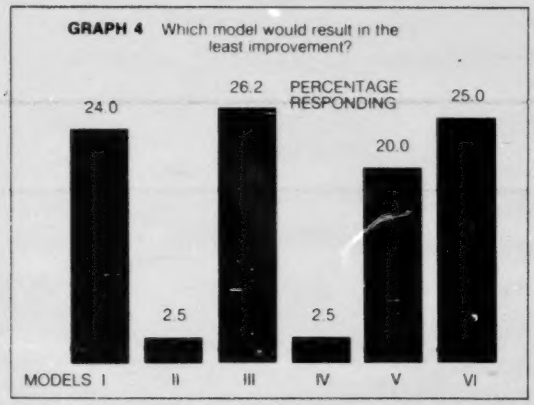


As can be seen from graph 2 an even greater proportion of participants selected Model I as being the *least* feasible of the six models. No other model was considered to be as difficult to implement as Model I.



By a slight margin (34.2%—30.5%), voting participants selected Model I as the system which would result in the most improvement. These figures would seem to indicate no significant difference in participant feeling about the effectiveness of Models I and II in improving education. It should be noted that Model IV, a variation of Model II, received the third highest rating on the improvement dimension.

p discussions on accountability.



In this instance, Models II and IV again received fairly strong support, since only 5.0% of the voting participants felt that these two models would offer the least improvement in education.

Based on the tabulation of votes, as indicated in these four graphs, Model II seems to have the greatest amount of support. Model II was voted the most feasible model by 52.1%, whereas only 4.3% felt it to be least feasible. At the same time, 30.5% felt that Model II would offer the most improvement in education, whereas only 2.5% felt it would offer the least improvement.

In addition to the comments along the variables of feasibility and improvement, the groups made several other suggestions. Listed below is a summary of those recommendations by model number. Appendix IV includes a room-by-room table of recommendations.

MODEL I

Six of the 23 small groups voted to recommend that Model I be rejected as an accountability system for the State of Ohio. Among the reasons given by these groups for the rejection of Model I were: 1) excessive implementation time required; 2) great expense; 3) impracticality; 4) lack of precise definition of transaction; and 5) lack of input from students and parents. In considering Model I, one group held that students, parents, and industry should also be involved in the setting of goals. Another recommendation on Model I called for a procedure to avoid an impasse when transaction breaks down. One group specifically called for teachers to set up measurable classroom goals, taking into consideration the goals and abilities of the students.

MODEL II

Two of the small groups specifically recommended that Model II not be adopted. Two groups stated opposition to Model II because it did not provide for including in the accountability system such factors as home influence, educational facilities, and so on, which affect student learning. On the other hand, one group did vote to accept Model II as written, while another voted to accept the model with certain modifications.

Five of the small groups recommended that specific changes should be made in Model II. For instance, one group recommended that local districts should establish their own goals and objectives through a process of involvement of parents, students, and citizens at the building level. Another recommended that schools be encouraged to set additional objectives which are not measurable and for which the schools would not be held accountable, while still another group wished to include aptitude tests along with attitude and achievement tests in Model II. One group recommended that the total curriculum should be reviewed at the local level. This review would be conducted for the purpose of establishing preference for criterion-referenced tests.

MODEL III

Five groups voted to reject Model III as an accountability system. One of these groups gave as a reason the fact that, under this system, it would be possible for the state to take over local school districts. One additional group, while not voting for the rejection of Model III, recommended strongly that local control not be removed from the districts. Other groups recommended that additional state bureaus be developed only after intensive studies in relation to the need for those offices; that the State Department of Education provide help to local districts to build an accountability system in each district; and that an Office of Citizen Advocacy at the state level be added to any model which might be adopted.

MODEL IV

Five small groups recommended the outright rejection of Model IV in part because of the use of testing in that model. One group recommended that reporting should be done on a district-by-district basis.

MODEL V

Four groups recommended that Model V be rejected. A total of six groups specifically recommended that standardized testing not be used as a

Would you favor a redesign of

part of this model. Two groups recommended that if tests are to be used, the tests should not be used until performance objectives have been created. One group recommended that schools not be compared at all until all schools are equal.

MODEL VI

Six separate groups recommended that Model VI not be accepted. Three groups suggested that testing programs should be related to student improvement or achievement. One of those groups specifically stated that Model VI does not benefit the student, rather it merely provides statistical data for the state legislature.

GENERAL RECOMMENDATIONS

In addition to the recommendations made on specific models, many of the small groups had more general recommendations. For instance, six of the groups recommended that none of the present models be selected as the Ohio accountability system, while four groups strongly held that schools and districts should not be compared at all on the basis of testing—particularly standardized testing alone. One group indicated that a combination of both criterion-referenced and standardized testing was the most desirable testing approach. It should be noted that there were more recommendations opposing the use of standardized tests than any other single type of recommendation.

Seven small groups recommended that other models be developed, even if additional time must be requested by the Department of Education. One group recommended that one of the existing models be modified, with that modification being based on comments by participants at the state meeting, while another recommended that the Department form a new model, incorporating the best parts of all the existing models. Two small groups specifically recommended that the Citizen Advocacy Office or an ombudsman be included in any model adopted.

Three of the small groups recommended that any model which is adopted indicate that accountability is a shared process among various groups of people in the educational community and environment, such as parents, faculty, students, administrators, school boards, State Department, and the legislature. Two groups, moreover, recommended that the chosen model go through a period of pilot study prior to implementation on a statewide basis, while one group recommended that procedures be specified by "practitioners."

APPENDIX

Would you favor a redesi

1. Would you favor requiring all prospective teachers to take psychological and attitudinal tests to determine whether they have suitable personality traits and the psychological and emotional stability to become teachers?		2. Would you recommend that all prospective teachers be interviewed by a screening committee comprised of a member of the college faculty in his or her area of scholarship?		3. Would you recommend that a screening committee for prospective teachers include a practicing elementary and/or secondary education teacher?		4. Would you favor a concept which would require all prospective teachers to maintain scholarship standards at a level equivalent to a "B" average or better?		5. Would you favor a proposal which would make teacher preparation a four-year program beginning in the freshman year of college?		6. Would you recommend that all prospective teachers have field experience and association with children in both their freshman and sophomore years?		7. Would you recommend that the requirement for student teaching experience be increased from the present equivalent of between 12 and 15 quarter hours to a minimum of 20 quarter hours?		8. Would you recommend that student teaching experience be divided evenly between (1) experience in innercity schools and (2) experience in either a suburban, rural or perimeter school?		9. Would you recommend that all prospective teachers must have training in measurement and evaluation which includes emphasis on test development, test administration, the development of individual and class achievement profiles and the development of alternate learning prescriptions?		10. Would you recommend that teacher preparation include course work in how to motivate, manage and organize for instruction, both large and small groups?		Building/Room
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
																				ARPS
																				287
																				289
																				387
																				388
																				DENNY
		0	17	0	17			41		24	0	19	7	15	5	22	2			207
																				208
																				209
1	0							26	5	31	0	16	9	29	2	29	2	31	0	212
0	40					1	39	13	17			20	1	4	28	30	0	33	0	214
15	2		17		17	0	17	10	6	15	1	0	17	14	1	15	1	16	0	238
																				HAGERTY
4	21						24	16	8											226
12	1	13	0			1	12	12	0											316A
1	15		20	1	17		20		20	20		18	2	12	9	17	3			316B
										35		30	5	30	4	35				320
0	0		32	32	0	0	32							15	14					322
																				324
																				325
																				418
																				422
																				425
																				426
33	79	13	86	33	51	2	144	118	56	125	1	103	41	119	63	148	8	80	0	TOTAL
29	71	13	87	39	61	1	99	68	32	99	1	72	28	65	35	95	5	100	0	PERCENT

gn of teacher education?

11. Would you recommend that education be organized into a discipline which would focus upon basic knowledge of the learning process and a sequential pattern of course requisites?		12. Would you recommend that all teachers, elementary and secondary, have a major area of scholarship of at least 30 quarter hours?		13. Would you favor a one-year internship which would require supervision of first year teachers by school and college personnel?		14. Would you favor the development of standards for the certification of teacher-educator-clinician?		15. Would you favor the development of standards for the certification of teacher-educator for field experience?		16. Would you favor the concept that all secondary English and social studies teachers have a minimum of 20 quarter hours in how to teach reading and experiences in teaching it?		17. Would you favor requiring all persons who teach teachers to qualify for the certificate of teacher-educator-clinician or teacher-educator for field experience?		18. Would you recommend that instructors at the graduate level for administrators or master teachers have approved certification for the courses they teach?		19. Would you recommend that all persons teaching elementary teachers have successful teaching experience in either secondary schools and hold a valid teaching certificate?		20. Would you favor the development of an institute in the Department of Education and/or the universities for packaging and distributing new knowledge on methodology of teaching?		Building/Room
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
																		ARPS
																		287
																		289
																		387
																		388
																		DENNY
				23	0	22	1	22	1	19	4	26	0	26	0	26	0	18	5	207
																		208
																		209
24	7	24	7	18	13	31	0	31	0	4	27	28	3	28	3	28	3			212
24	0	24	0	35	1	32	0	34	1	3	30	36	0	26	4	34	1	35	0	214
12	1	2	10	16	0	16						15	1	15	0	10	3			238
																				HAGERTY
				14	3							14	2	14	2	17	1			226
																				316A
			19																	316B
				31								35		35		35		35		320
		29	0	19	10															322
																				324
																				325
																				418
										26	5									422
																				425
																				426
60	8	79	36	156	27	101	1	87	2	52	66	154	6	144	9	150	8	88	5	TOTAL
88	12	69	31	85	15	99	1	98	2	44	56	96	4	94	6	95	5	95	5	PERCENT

Would you favor a redesign

21. Would you favor the establishment of minimum standards for inservice education and the association of state funding with those standards?		22. Would you favor the concept of the executive teacher who would direct a team of teaching specialists?		23. Would you recommend that the routines of roll and record keeping, of material inventory and management, of hall and lunchroom control and many other noninstructional duties be handled by persons under the management of teachers?		24. Would you recommend that the concept of Volunteer programs be expanded through a system of regional Volunteer Banks?		25. Do you favor the concept of a hearing with an impartial referee for the review of teacher education?		26. Would you favor an expanded function for the state educational agency which would include having the state take over the management of school districts which consistently fail to meet minimum standards?		27. Would you favor legislation which prescribes teaching methodology and course content?		28. Would you favor the redesign of the curriculum which would begin with the development of individual pupil profiles which would clearly indicate the potential which a youngster can reach in the basic skills areas and his or her level of achievement in the basic skills areas?		29. Would you favor the concept that each school district begin a plan of early identification (kindergarten or earlier) of physical and academic problems and that testing arrangements which will permit more accurate analysis of pupil achievement and ability in the early primary years be developed?		30. Would you recommend that the curriculum be redesigned so that each youngster can have the opportunity to learn basic skills at the most optimum time in his development?		Building/Room
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
																				ARPS
														0	24	20	7	15	4	287
														31	1	26	0	28	0	289
														20	3	24	0	23	2	387
														6	28	24	2	17	10	388
																				DENNY
		18	7	19	5				24	6	20	0	22							207
																		20	8	208
														0	28	28	0	28	0	209
		8	14	10	12	28	1	15	4	0	28	0	28							212
30	0	14	10			31	3	4	13	0	36	0	36							214
14	1	0	14	4	9	13	0	9	5	0	15	0	15			11	0	10	0	238
																				HAGERTY
										4	11	0	21	23	0	23	0	17	2	226
														10	4	13	2	1	11	316A
										1	16			3	17	18	2	22	0	316B
35		26	3											21	8	35	0			320
										0	29	0	29	29	0					322
														18	5	25	0			324
										0	21	1	23	22	2	24	0	20	1	325
														4	27	12	15	24	2	418
														25	3	34		23	3	422
														3	23	22	0	13	12	425
														9	12	23	0	20	0	426
79	**1**	**66**	**48**	**33**	**26**	**72**	**4**	**28**	**46**	**11**	**175**	**1**	**174**	**224**	**185**	**362**	**28**	**281**	**55**	TOTAL
99	**1**	**58**	**42**	**56**	**44**	**95**	**5**	**38**	**62**	**6**	**94**	**1**	**99**	**55**	**45**	**93**	**7**	**84**	**16**	PERCENT

of student programming?

31. Would you support a proposal that all youngsters be required to demonstrate proficiency in reading and arithmetic before high school graduation?		32. Would you support a proposal that acceptable levels of proficiency be determined on the basis of individual student potential, not group or class norms?		33. Would you favor the concept that for those youngsters who do not acquire the basic reading and arithmetic skills by the end of the tenth grade, special year-long reading and arithmetic classes would be provided?		34. Would you recommend substituting basic reading and arithmetic skill courses for American literature or another academic course?		35. Would you favor the concept of providing young people with an improved understanding of the world of work through career exploration opportunities which would begin in the elementary school—kindergarten through sixth grades?		36. Would you favor requiring each student to have work experience of the equivalent of one academic unit, to qualify for a high school diploma?		37. Would you recommend a requirement that supervised work experience for all educable mentally retarded youngsters before high school graduation be substituted for some academic course work?		38. Would you recommend that work experience for EMR students be a factor for qualifying for graduation from high school?		39. Would you recommend that the position of counselor-coordinator-teacher be created to provide the opportunity for these young people to adjust to the school environment and lessen their disruption of the education of the majority of students?		40. Would you favor providing credit toward graduation for independent study, special projects, educational travel, etc., for the exceptional child?		Building/Room
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
																				ARPS
12	10	16	1	0	20	13	1	24	1	0	24	1	23	19	0	23	0	19	3	287
26	0	26	0	15	14	17	9	30	0	0	25	27	0	27	0	29	0	18	0	289
25	0			24	1	0	25	25	0	0	25	24	0	0	24	0	29	23	1	387
14	12	27	1	3	27	10	16	29	0	0	37	0	37	27	2	30	0	30	0	388
																				DENNY
																				207
1	27	26	0	10	13	0	28	28	0	0	28	16	2	0	28	27	0	27	1	208
2	26	25	2	28	0	2	26		18	0	28	28	0			1	27			209
								26	2											212
																				214
6	2	9	0	1	8	9	0	9	0	0	7	8	0	0	8	8	0			238
																				HAGERTY
5	17	21	0	10	6	9	10	24	0	0	21	13	2	4	9	12	4	11	5	226
5	7							15	2	6	8	14	1			9	4	8	4	316A
2	16	2	16	7	10	13	4													316B
																				320
																				322
0	16	18	2	20	1			16	1	3	14	18	0							324
0	24	24	0	17	4	14	5	15	3	0	17	16	1	20	0	24	0	23	0	325
14	11	17	3	14	9	17	6	20	4	5	21	24	0	20	0	19	6	15	10	418
21	1	21	1	27	0	23	3	20	3	0	23	12	3			13	3	12	2	422
20	4	9	14	1	22	9	12	21	5	2	23	1	20	25	0			2	23	425
16	4	15	4	23	0	22	1	23	0							19	4			426
189	**177**	**258**	**44**	**200**	**135**	**158**	**148**	**343**	**39**	**16**	**301**	**202**	**89**	**142**	**71**	**214**	**77**	**188**	**49**	TOTAL
49	**51**	**85**	**15**	**60**	**40**	**52**	**48**	**90**	**10**	**5**	**95**	**69**	**31**	**67**	**33**	**74**	**26**	**79**	**21**	PERCENT

Would you favor a redesign of

41. Would you favor permitting exceptional children to transfer between buildings and/or districts so that they may have the benefit of special courses which are not available to them in their home schools?		42. Would you favor increasing the number of units that are required for high school graduation to include a requirement of one or two units in extracurricular learning experiences?		43. Would you favor the inclusion of visitation and study of various community resources as part of the requirement that students be in school six hours per day?		44. Would you recommend that local school districts periodically hold citizen assemblies so that the public will have the opportunity to review goals and objectives for their schools?		45. Would you favor periodic (at least twice a year) reporting of student profiles to parents?		46. Would you favor the expanded use of suitable publications (on a monthly basis) between the school and parents?		47. Would you favor the expanded use of suitable publications (on a monthly basis) between the school and persons without youngsters in school?		48. Would you favor greater cooperation between and among school and community officials over the use of facilities?		49. Would you favor the sharing of construction and operation costs for facilities such as libraries, swimming pools, etc.?		50. Would you favor use of the community school concept, which provides that schools be open during the evening for educational and recreational use by the citizenry even if such services required additional local taxes?		Building/Room
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
																		ARPS
23	0	2	22	23	0	25	0	22	3	22	3	22	3	23	2	20	5	21	4	287
12	0	0	17	16	0	16	0	17	0	17	0	17	0	17	0	17	0			289
21	4	0	25	25	0	24	1	22	3	25	0	25	0	25	0	25	0	25	0	387
30	5	0	37	35	1	30	0	36	0	36	0	34	1	34	0	34	0	22	5	388
																				DENNY
																				207
27	1	4	21	10	3	27	1	16	2	28	0	26	2	28	0	27	1	26	2	208
		28	0	28	0	28	0	28	0	28	0	28	0	28	0	28	0			209
																				212
																				214
		0	8	1	6	8	0	8	0	8	0	8	0	8	0	7	1	7	1	238
																				HAGERTY
21	0	0	21	17	0	21	0	14	2	22	0	22	0	18	0			21	0	226
14	1	5	9	11	1	11	2	14	0	14	0			15	0	11	1	14	0	316A
						22	0			22		22		22	0	22	0			316B
																				320
																				322
25	0	0	20			24	1	24	0			25	0	25	0	12	2	25	0	324
20	0	5	13	22	0	24	0	24		24	0	23	1	24	0	24	0	22	2	325
23	2	3	21	23	0	25	1	20	4	21	0	18	7	25	0	21	0	26	0	418
22	3	0	26	26	1	16	0	16	4	16	0	15	0	16	0	18	0	18	0	422
7	13																			425
				21	2	23	0	23	0									20	3	426
245	29	47	240	258	14	324	6	284	18	283	3	285	14	306	2	266	10	247	17	TOTAL
89	11	16	84	95	5	98	2	94	6	99	1	95	5	99	1	96	4	94	6	PERCENT

school-community relations?

APPENDIX II

DISCUSSION GROUP EVALUATION OF SIX ACCOUNTABILITY MODELS

	WHICH MODEL IS MOST FEASIBLE						WHICH MODEL IS LEAST FEASIBLE					
CIVIL AERONAUTICAL	**I**	**II**	**III**	**IV**	**V**	**VI**	**I**	**II**	**III**	**IV**	**V**	**VI**
211	0	4	0	9	0	0	13	0	0	0	0	0
213	3	7	0	6	0	0	9	0	5	1	0	2
214	2	4	0	0	0	1	0	0	4	0	2	1
216	1	24	1	0	0	0	19	0	3	0	0	0
217	NO VOTE											
220	0	14	0	0	0	1	15	2	0	0	1	0
221	10	11	1	1	1	1	10	5	9	1	0	0
222	3	21	0	0	0	0	9	0	8	1	3	3
223	0	4	0	9	0	0	13	0	0	0	0	0
LAZENBY	**I**	**II**	**III**	**IV**	**V**	**VI**	**I**	**II**	**III**	**IV**	**V**	**VI**
106	1	8	0	0	0	0	0	0	2	0	5	0
108	0	0	0	11	5	4	18	0	3	0	0	0
109A	NO VOTE											
109C	0	8	4	11	0	1	27	0	0	0	1	0
113	0	8	4	11	0	1	27	0	0	0	1	0
206	1	5	0	0	0	0	10	2	2	2	2	2
ROBINSON	**I**	**II**	**III**	**IV**	**V**	**VI**	**I**	**II**	**III**	**IV**	**V**	**VI**
2007	0	1	0	0	0	5	15	1	1	0	0	0
2009	NO VOTE											
2011	0	14	0	0	0	0	1	0	0	0	9	0
2025	NO VOTE											
2143	1	10	4	0	0	0	15	0	0	0	0	1
2147	17	0	0	0	0	0	0	1	16	0	0	0
2151	8	2	0	0	0	2	1	2	0	1	5	1
2153	0	4	3	7	2	4	17	2	0	1	0	0
TOTAL	**47**	**164**	**17**	**58**	**9**	**20**	**231**	**15**	**53**	**7**	**29**	**10**
PERCENT	**14.9**	**52.1**	**5.4**	**18.4**	**2.9**	**6.3**	**67.0**	**4.3**	**15.4**	**2.0**	**8.4**	**3.0**

Would you favor a redesign of

	WHICH MODEL WOULD RESULT IN THE MOST IMPROVEMENT						WHICH MODEL WOULD RESULT IN THE LEAST IMPROVEMENT					
CIVIL AERONAUTICAL	I	II	III	IV	V	VI	I	II	III	IV	V	VI
211	2	10	0	1	0	0	8	0	1	0	0	9
213	6	1	0	4	0	0	1	0	7	0	0	8
214	2	2	0	0	0	1	0	0	3	1	2	1
216	10	11	1	0	0	0	1	0	15	0	0	5
217	NO VOTE											
220	0	13	0	0	0	0	5	0	5	1	4	1
221	15	8	1	0	0	0	0	0	16	3	2	3
222	11	10	1	0	0	0	3	0	7	0	4	7
223	0	4	0	10	0	0	11	0	0	0	0	1
LAZENBY	**I**	**II**	**III**	**IV**	**V**	**VI**	**I**	**II**	**III**	**IV**	**V**	**VI**
106	4	2	0	0	0	0	0	0	1	0	9	0
108	0	0	1	16	2	1	1	2	5	2	2	3
109A	NO VOTE											
109C	3	1	4	13	0	1	12	1	0	0	12	3
113	3	1	4	13	0	1	12	1	0	0	12	3
206	0	3	0	0	0	0	3	0	1	0	2	4
ROBINSON	**I**	**II**	**III**	**IV**	**V**	**VI**	**I**	**II**	**III**	**IV**	**V**	**VI**
2007	2	5	1	0	8	2	12	1	2	0	0	0
2009	NO VOTE											
2011	0	10	0	0	0	0	0	0	0	0	10	0
2025	NO VOTE											
2143	2	9	5	0	1	0	5	0	1	0	0	9
2147	17	0	0	0	0	0	0	1	16	0	0	0
2151	17	0	0	0	0	0	0	1	1	0	4	6
2153	7	0	4	5	3	0	2	1	1	1	0	16
TOTAL	**101**	**90**	**22**	**62**	**14**	**6**	**76**	**8**	**83**	**8**	**63**	**79**
PERCENT	**34.2**	**30.5**	**7.5**	**21.0**	**4.7**	**2.0**	**24.0**	**2.5**	**26.2**	**2.5**	**20.0**	**25.0**

DISCUSSION GROUP RECOMMENDATIONS ON ALTERNATIVES FOR EDUCATIONAL REDESIGN

Listed below are the written recommendations which groups voted on during the Saturday, April 28, 1973 State Meeting. The recommendations have been retained in the recorders language whenever possible.

RECOMMENDATION	BUILDING-ROOM No.	VOTE Yes	No
REDESIGN OF TEACHER EDUCATION			
Preservice Preparation			
All prospective teachers shall have competent services available to them, enabling them to determine whether or not they should continue in their teacher preparation program.	Denney 212	28	3
It should be the objective of the education profession to develop criteria for screening potential teacher candidates.	Denney 212	14	12
Some teacher preparation courses should be available and open to the freshman in college.	Hagerty 316B	18	1
All prospective teachers shall, for a minimum of ten weeks, be required to fully participate in a regular school program.	Denney 212	31	0
When possible, student teaching experience should be varied to include teaching children from different cultural, socio-economic, and racial backgrounds.	Denney 212	30	1
Student teachers should have some working experience with inner-city school children.	Hagerty 322	29	0
Teachers should learn how to motivate individuals in addition to large and small groups.	Denney 207	24	2
Methods courses with more meaningful content should be developed.	Denney 207	24	0
More than thirty quarter hours in a major scholarship area should be required for teacher preparation.	Denney 207	24	0
All teachers should have training and experiences in reading instruction.	Denney 212	31	0
Inservice Education for Teachers			
State funding should be used to implement inservice programs as provided by existing State standards.	Denney 212	26	2
Deployment of Teaching and Associated Manpower			
Role and record keeping functions should be done by additional clerical staff funded with state resources.	Denney 212	13	5

Would you favor a redesign

RECOMMENDATION	BUILDING-ROOM No.	VOTE Yes	No
REDESIGN OF CURRICULUM			
Individual student diagnosis should be an on-going process which would help the child reach his potential in the basic skills, the information being shared with the student only.	Denney 209	27	1
Individual profiles should be developed by the teacher, parents, and child. They should be confidential and used for prescription purposes only with no use for comparative or standardization purposes.	Hagerty 320	30	5
Individual profiles should be continuous and encourage more than an assessment of mental and physical capabilities.	Hagerty 325	24	0
Individual student profiles should indicate areas of strengths and weaknesses and serve as a basis for prescribing measures designed to assist the child to achieve his or her potential.	Hagerty 425	23	3
There should be continuous diagnosis of learning potential and achievement followed by teaching to to meet the individual differences with profiles being confidential.	Arps 388	22	3
Each school district should begin a plan of early identification (kindergarten or earlier) on physical, academic, *emotional* problems with an *assessment* developed permitting more accurate analysis of pupil achievement and ability in the early primary years.	Arps 385	24	0
All youngsters should be required to demonstrate an ability in reading and arithmetic commensurate with his individual profile before high school graduation.	Arps 387	25	0
Acceptable levels of proficiency in language arts and arithmetic should be required based on individual student potential and not a group norm.	Denney 209	27	1
Youngsters who do not acquire basic reading and arithmetic skills should be provided special classes until proficiency has been demonstrated.	Arps 388	28	2
Special classes required to achieve proficiency in reading, language arts, and arithmetic should be allowed as credit toward graduation.	Denney 209	28	0

of the school's curricula?

RECOMMENDATION	BUILDING-ROOM No.	VOTE Yes	No
REDESIGN OF STUDENT PROGRAMMING			
Work experience equivalent to one academic unit should be allowed but not required.	Arps 287	24	0
Ohio should endeavor to develop an educational system that is directed toward children becoming self-sufficient and independent as possible, as soon as possible.	Arps 388	22	4
Meaningful work experience in the high school curriculum should be encouraged.	Denney 209	26	2
Supervised work experience for the educable mentally retarded youngster should be allowed to substitute for some academic work prior to high school graduation.	Arps 287	23	0
	Arps 387	24	0
	Hagerty 425	23	3
Work experience for the educable mentally retarded youngster should be allowed but not mandated as a qualification for high school graduation.	Arps 287	24	0
Specialized instructional programs should be offered to supplement the normal classroom instruction for disruptive pupils who fail in regular classrooms.	Denney 209	28	0
According to school district need, the position of counselor-coordinator-teacher should be created to provide the opportunity for disruptive youngsters to adjust to the school environment.	Hagerty 425	22	3
Exceptional children should be allowed to transfer between buildings and/or districts to benefit from special programs if approved by the receiving school.	Denney 209	28	0
SCHOOL-COMMUNITY RELATIONSHIPS AND SERVICE			
Local school districts should hold citizen assemblies so that the public will have the opportunity to review and evaluate methods goals, and objectives for their schools.	Denney 209	19	8
The increased use of school buildings for community use should be at the discretion of the local community.	Arps 289	17	0
School buildings should be used only for approved educational and recreational activities with sensible rules and regulations developed by the school board.	Denney 209	28	0

Would you favor a redesign of

DISCUSSION GROUP RECOMMENDATIONS ON ACCOUNTABILITY

A number of recommendations were made with respect to the accountability models. Listed below are those recommendations by the room number of the group making the suggestion, and the recorded vote. The recommendations have been retained in the recorders language whenever possible. (A "U" indicates unanimous vote)

MODEL I

RECOMMENDATION	BUILDING-ROOM No.	VOTE Yes	No
It would take too long to implement Model I.	Lazenby 106	12	0
Include aptitude tests along with attitude and achievement tests.	Lazenby 106	7	0
Model I should be removed from further consideration because it is too cumbersome, time-consuming and expensive.	Lazenby 113	24	3
Provisions should be made to handle an impasse.	Lazenby 109A	10	2
Model I should be eliminated from any further consideration.	Lazenby 109C	24	0
Model I is too lengthy, time-consuming and expensive.	Lazenby 206	24	1
Model I should not be accepted. It is too involved.	Lazenby 206	23	3
Students and parents should be included in reaching goals, in addition to industry and education.	Civil and Aeronautical Engineering 217	20	4
Model I should be tried experimentally in one school or locale rather than on a state-wide basis.	Civil and Aeronautical Engineering 220	14	4
Rather than spending time developing accountability models, the Search for Consensus program should be redirected toward developing better communications with educators, citizens, etc., especially at the local level.	Civil and Aeronautical Engineering 220	25	3
There must be pre and post tests to assess results.	Civil and Aeronautical Engineering 222	24	0
Total cost estimates should be reported for all models.	Aeronautical Civil and Engineering 222	15	0

MODEL II

Accept Model II with modifications	Robinson 2011	15	2
Local schools should establish their own local goals and objectives by involving parents, students, and citizens in their building problems to develop their own programs and submit them to the district. Each district would report to the State through a representative elected by their peers.	Robinson 2011	15	0

RECOMMENDATION	BUILDING-ROOM No.	VOTE Yes	No
The total curriculum should be reviewed at the local level. Collect and review curriculum materials at local building level to establish performance objectives and test items.	Robinson 2011	14	0
Delete the sentence: "Different reports for different types of audiences are recommended by the model."	Robinson 2011	9	2
Accept Model II.	Robinson 2011	21	2
Not in favor of Model II: Reasons; standardized tests do not provide for accountability in other areas, i.e., home influence, school administration, education facilities, etc.	Robinson 2147	U	
The phrase should be added: "Schools would be encouraged to set additional objectives which are not measurable, and they would not be held accountable for them."	Robinson 2151	16	0
Drop Model II entirely.	Robinson 2151	10	6
A random sample should be added to Model II.	Civil and Aeronautical Engineering 217	24	0
Suggest behavioral objectives and performance criteria be used. Evaluation has to be more than paper and pencil testing.	Civil and Aeronautical Engineering 217	24	0
Eliminate standardized testing.	Civil and Aeronautical Engineering 217	24	0
Prefer criterion referenced tests.	Civil and Aeronautical Engineering 223	20	0

MODEL III

Local control should not be removed.	Lazenby 109C	27	1
Additional state bureaus should be developed only after intensive studies in relation to need.	Robinson 2007	17	0
State Department of Education should provide financial and technical help to local districts to build an accountability system in each local district.	Robinson 2007	22	0
Reject Model III.	Robinson 2011	19	0
Scrap Model III.	Robinson 2025	25	1
Model III should be rejected.	Robinson 2147	U	
Throw out number III because it is possible for the State to take over local school districts.	Robinson 2151	U	
State offices are necessary because of opposition to statewide testing of student achievement.	Civil and Aeronautical Engineering 217	25	0
This model is not acceptable.	Civil and Aeronautical Engineering 222	26	0

Would you favor a redesign

MODEL IV

RECOMMENDATION	BUILDING-ROOM No.	VOTE Yes	No
Reporting should be done on a district-by-district basis to the State.	Robinson 2007	22	0
Model IV should be rejected.	Robinson 2011	16	1
Model IV should be rejected.	Robinson 2025	23	3
Reject IV because of standardized testing.	Robinson 2147	U	
There should be a random sampling of students, teachers, superintendents, principals. There should be local evaluation rather than have district reporting.	Civil and Aeronautical Engineering 217	21	0
Eliminate standardized testing.	Civil and Aeronautical Engineering 217	24	1
Model IV is unacceptable.	Civil and Aeronautical Engineering 222	24	0

MODEL V

Standardized tests should not be used as a basis for comparison.	Lazenby 106	U	
There should be a moratorium on standardized tests until the performance objectives are stated.	Lazenby 109A	10	1
We cannot demand equal accountability across the state until all schools are on equal basis, e.g., fiscal plans, etc.	Lazenby 109A	10	0
Comparison of schools should not be made until all are equal.	Lazenby 109A	10	0
Use of standardized tests, somewhat similar to the Michigan system, are not the solution. Eliminate the model.	Lazenby 113	22	1
If tests are used as part of the criteria, no test should be used until new performance objectives can be developed.	Lazenby 206	24	0
Reject this model.	Robinson 2011	18	0
Model V should be rejected.	Robinson 2025	23	3
Accountability should not include any mandated standardized tests.	Robinson 2147	U	
Throw out Model V entirely.	Robinson 2151	21	1

MODEL VI

This model should not be seriously considered.	Lazenby 109A	U	
Keep testing related to achievement.	Lazenby 109C	26	0
If we keep in testing in the model, relate it to improvement.	Lazenby 113	28	0
Reject this model.	Robinson 2011	14	0
Model VI should be rejected.	Robinson 2025	3	23

of student programming?

RECOMMENDATION	BUILDING-ROOM No.	VOTE Yes	No
This model does not benefit the student. It just provides statistical data for State legislature. We do not approve of model as stated.	Robinson 2143	17	0
Drop Model VI.	Robinson 2151	18	0
Throw it out.	Civil and Aeronautical Engineering 222	27	0
Eliminate standardized testing.	Civil and Aeronautical Engineering 217	25	0

GENERAL RECOMMENDATIONS

There is no model that is presented here that could be adopted as written.	Civil and Aeronautical Engineering 216	28	0
Some other model or combination of models should be adopted.	Civil and Aeronautical Engineering 217	U	
Any accountability model accepted by the legislature should include students, teachers, principals, superintendents, legislature, parents, boards and the responsibilities of each group should be defined.	Civil and Aeronautical Engineering 217	23	0
Schools should not be compared using any criteria in regard to accountability.	Civil and Aeronautical Engineering 217	25	0
Do not want standardized tests at any time.	Civil and Aeronautical Engineering 217	23	0
Parents should be involved in accountability models. They should have some input and control over the goals set.	Civil and Aeronautical Engineering 220	28	0
Even though we voted on the summary question, we do not approve of these methods of accountability.	Civil and Aeronautical Enginering 220	18	0
All six accountability models should be restructured and combined to form a revised model. This will result in the primary accountability of public education in the State of Ohio to the parents, rather than to the state, counties, local school boards or to the Ohio legislature. An accountability system in each local district is necessary and desirable primarily to help districts provide and move to a more complete quality education.	Civil and Aeronautical Engineering 220	20	0
Implementation procedures, regardless of model, should be specified by practitioners.	Civil and Aeronatutical Engineering	22	0

Would you favor a redesign

RECOMMENDATION	BUILDING-ROOM No.	VOTE Yes	No
There should be feedback on individual students regardless of the model.	Civil and Aeronautical Engineering 221	23	0
Must first diagnose the problems and keep it simple and from local to state.	Civil and Aeronautical Engineering 222	20	0
Anti-standardized testing.	Civil and Aeronautical Engineering 222	27	0
All areas of curriculum should be assessed.	Civil and Aeronautical Engineering 222	24	0
This group is for criterion referenced testing and against standardized testing, or for a combination of the two.	Lazenby 106	10	0
For criterion referenced testing: For a combination of the two kinds of tests.	Lazenby 106	18	0
There must be a way for establishing accountability of all involved in school systems — parents, teachers, administrators and school boards.	Lazenby 109A	10	1
Any model adopted should cover all facets of educational community and environment, such as parents, faculty, students, etc.	Lazenby 109C	34	0
The Citizen Advocacy Board or an ombudsman should be retained in any model.	Lazenby 109C	34	0
The State Department of Education should request a reasonable extension of time, not to exceed three months, from the legislature, to form a new model incorporating the best parts of all the other models.	Lazenby 109C	17	13
Citizens Advocacy Board should be retained in any model recommended. An ombudsman should be provided.	Lazenby 113	27	0
The State Department of Education should request more time for development of a more suitable model — a reasonable length of time.	Lazenby 113	17	13
If the State Legislature is going to mandate accountability to school districts, the State should provide funds to support the mandated program.	Lazenby 206	36	0
We cannot accept any of the six models.	Civil and Aeronautical Engineering 214	18	0
Whatever model is chosen should go through a pilot program before it becomes statewide.	Civil and Aeronautical Engineering 214	16	0
One of the models should be modified, basing modification on comments by participants at this conference.	Civil and Aeronautical Engineering 214	10	9
Oppose standardized (norm referenced) tests in any form in any models.	Civil and Aeronautical Engineering 221	18	3

of the school's curricula?

RECOMMENDATION	BUILDING-ROOM No.	VOTE Yes	No
Schools and districts should not be compared on the basis of achievement tests alone.	Robinson 2007	22	0
There is a need for clear and concise identification of relevant factors related to the learning process.	Robinson 2007	22	0
We as a group oppose all six models of accountability and ask the State Department of Education to develop pilot projects which do not involve standardized testing and have sufficient guarantees that any other type of testing will not be used for staff evaluation but for student progress and evaluation. These pilot studies should be tested over a sufficient period of time and the results should be reported to the citizens Consensus group for further evaluation and refinement.	Robinson 2009	22	1
We vote against any model that provides a comparison of districts by test results.	Robinson 2011	16	0
We recommend that this group commend the State Board of Education for their efforts to involve the citizens of Ohio in Search for Consensus and discussion of the accountability models. But in the future, we request that the State Board provide for broader participation, with much more background material provided for each and every participant. We are distressed that information on the Accountability Models was so sparse.	Robinson 2025	27	0
A more representative cross-section of individuals such as housewives, teachers, businessmen, laborers, parents, social workers, students should work with the State Board of Education in formation of background material in the accountability models.	Robinson 2025	29	0
Accountability must be a shared process among eight groups, legislature, State Department, school, community, parents, Boards of Education, administrators, teachers and students. No one can be held accountable over something which he does not have control and input.	Robinson 2147	U	
We recommend that at least three committees be appointed, composed of practicing educators in public education, to consider how the negotiation of accountability contracts as included in Accountability Model I might be more practical and less cumbersome, providing an opportunity for input on the part of those people who would implement it if accepted. These committees are to include representatives of all personnel who would be involved in this procedure representing at least the urban, suburban and rural type districts. This should be done prior to presentation ot the legislature. Further, this recommendation does not represent an endorsement of any of the accountability models presented.	Robinson 2147	21	0
We vote against any model that provides a comparison of districts by test results.	Robinson 2011	16	0

Would you favor a redes

CITIZEN PARTICIPATION— FUTURE DIRECTIONS OF EDUCATION IN OHIO

In deference to the long established tradition that schools in our country are close to their constituency and the unparalleled cataclysmic changes in society, which have tended to erode public confidence in all governmental institutions, a new approach to citizen involvement in education has been underway in Ohio during the past fifteen months.

The fourth phase of the citizen involvement process was the statewide conference on "Alternatives for Educational Redesign." This report contains the suggestions and recommendations of the 1,500 Ohioans who engaged in dialogue during the full day meeting. Other efforts which have been initiated in response to the statewide conference are in four specific areas.

1. Restructuring of teacher education is the first priority. The initial step toward the achievement of the objective is a conference involving the deans of the 53 Ohio teacher preparation institutions and representatives of lay and education related organizations. Conference and discussion have been initiated and a timeline for goals attainment has been set.

2. Task forces are now in the process of providing for a complete evaluation of the 23 sets of State Board of Education standards. That process is being coordinated by a 17 member ad hoc committee in the Department of Education. Preliminary reviews of each set of standards are being conducted by those agencies which administer them. A supplemental analysis of each set of standards is also being undertaken by specially appointed task forces. This three level approach to evaluation, which includes a timeline for completion prior to the end of the year is expected to result in the development of a compendium of standards organized and codified in accordance with new knowledge and procedures which respond to the technological and urban life style of the 1970's.

3. The third area of action is the distribution of this report to school officials for implementation of appropriate suggestions or comments in individual school districts. Earlier reports from local, county, and regional meetings were returned to school personnel. A number of districts instituted local efforts to expand upon earlier meetings. It is hoped that this report might provide the basis for further constructive discussion in each of Ohio's 620 school districts.

4. Recommendations to the General Assembly for legislative action based upon data from the April 28th meeting, the review of all State Board of Education standards, including teacher education standards, and suggestions from local school officials comprise the fourth area of action resulting from the state meeting.

The data from all previous meetings, the commitment to involve citizens in charting the course of education and the citizen participation process to redesign education offers a basis for substantial restoration of public confidence in the schools of Ohio. The past years efforts reflect the need for a massive redesign of education to serve effectively all the children of all the people in a rapidly changing complex economy and style of living. This renewal of public participation and confidence, hopefully, will enhance the efforts of the schools of Ohio to attain new heights of effectiveness and will reestablish the prideful tradition of local control and citizen commitment for improvement which has characterized Ohio's educational heritage.

gn of teacher education?